Educators' Guide to Understanding
TCAP Achievement Test Results

Tennessee Comprehensive Assessment Program Achievement Test

McGraw Hill **CTB McGraw-Hill**

2006–2007

Form R

If, after reading this guide, you have further questions about TCAP Achievement Test results, please contact:

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UNDERSTANDING TCAP ACHIEVEMENT TEST RESULTS

This guide has been prepared to help you understand the TCAP Achievement Test results and assist you in applying these results to improve educational opportunities for your students. These reports are the main source of test information and are helpful in making important decisions regarding instructional needs for classes and individual students.

Before talking with parents/guardians, become thoroughly familiar with the student's test performance. Discussion can often begin by showing the student's actual test reports (Home Report and/or Individual Profile Report).

Emphasize to parents/guardians that test scores represent achievement in particular areas at only one particular time and must be reviewed together with the student's actual classroom work and other factors. As you review test results with parents/guardians, explain how the results will be used. Emphasize the positive function of test results in helping students learn.

For additional information about the TCAP Achievement Test Program, please visit http://www.state.tn.us/education/assessment/tsachhome.shtml on the Internet.

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INTRODUCTION

Each spring, Tennessee students in Grades 3–8 take an Achievement Test as part of the Tennessee Comprehensive Assessment Program (TCAP). The Achievement Test has fresh, non-redundant test items and is customized yearly to measure the basic academic skills in reading, language arts, mathematics, science, and social studies. Content knowledge and the application of that knowledge in these subject areas are assessed. The TCAP Achievement Test uses multiple choice questions and has set time limits. There is no passing or failing grade on the test.

The TCAP Achievement Test provides both norm-referenced and criterion-referenced performance information. Actual student performance, as reflected in the reports that provide this information, can be found on the TurnLeaf/McGraw-Hill Web site: https://tnors.turnleaf.com. Please note that, because the reports are continually being updated, the most recent versions made available on the TurnLeaf/McGraw-Hill Web site may look slightly different from the report versions presented in this Guide, although any discrepancies will be minor.

NORM-REFERENCED SCORE INTERPRETATIONS (Grades K–2)

Norm-referenced information permits individual student performance to be compared with the performance of a national sample of students. Data are first collected from a sample group, called a norm group. Norm-referenced information is obtained by relating the test performance of an individual or a group to derived scores based on both the normative sample and the scoring method used.

CRITERION-REFERENCED SCORE INTERPRETATIONS (Grades 3–8)

To interpret criterion-referenced reports, a student's performance is measured against specific standards or criteria, rather than to the performance of other test takers.

These curriculum standards, as defined by the State of Tennessee, provide objectives for student accomplishment. From these objectives, Performance Indicators were written to describe how the objectives would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

FEATURES INCLUDED ON ALL REPORTS

A Name of report appears in this area.

B This area of the report is reserved for the name of the individual, teacher, school, or system to which the report applies.

C Every report contains a purpose statement. The reader is introduced to the reason for the report and how the information may be used.

D The lower part of the left panel gives overall testing information that may be useful for school records. Depending on the report, this information can include the number of students taking the assessment, form identification, special codes, test date, class, school, and/ or system.

TCAP Achievement

Individual Profile Report **A**

School: ABC MS **B**

Grade: 7

Simulated Data

Purpose
This report presents information about this group's performance on the Achievement Test Assessment. It describes achievement **C** ms of National Percentiles, w mpare this group with other stud the same grade nationally. The report may be used to determine areas of strength and need.

No. of Students: 59

Form/Level:

Test Date: 03/22/04   Scoring: PATTERN (IRT)

QM: 31   Norms Date: 1996 **D**

SYSTEM: ABC
State: TENNESSEE

City/State: ANYCITY, TN

CTB McGraw-Hill   *Page 1*

NP of t
National

99

90

80

70

60

50

40

30

20   16

10

1

MDNP

No. of
Students   39

** Total sco
MDNP: Medi

Observa

The height
Percentile
is show
achiev
mea
Re
d

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Home Report

ACHIEVEMENT FORM R

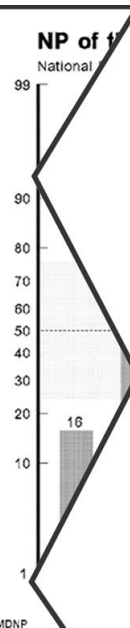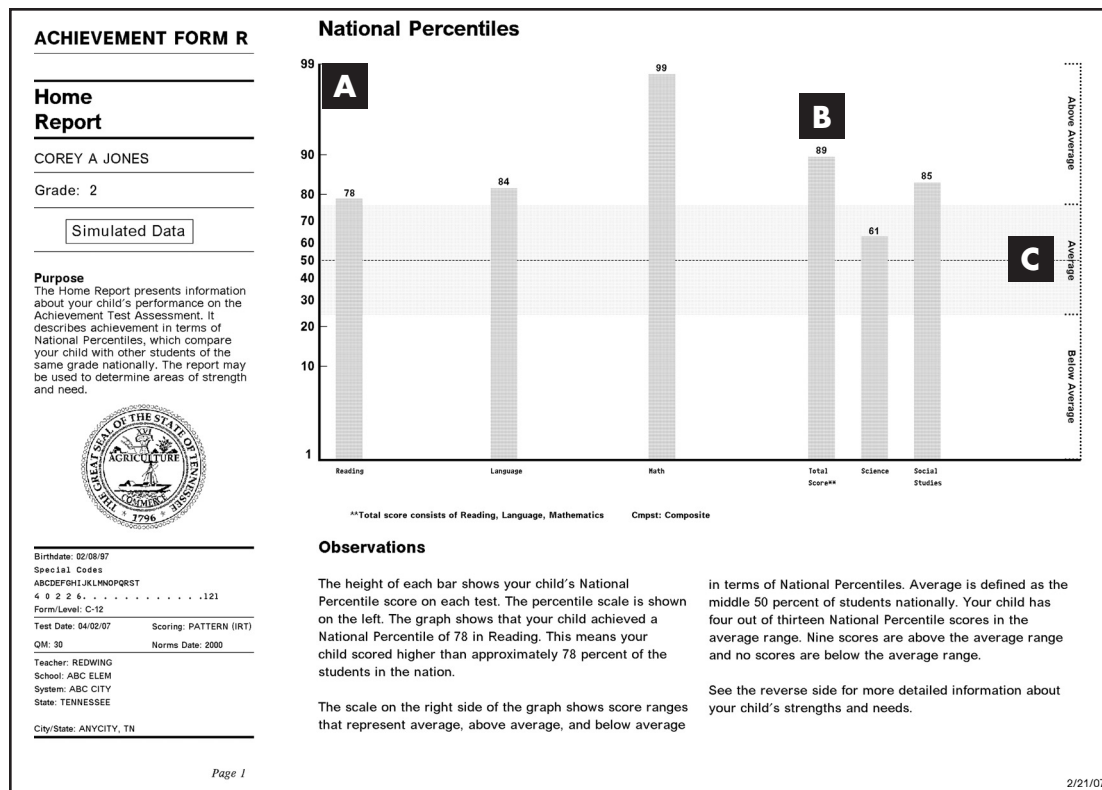**Home Report**

COREY A JONES

Grade: 2

Simulated Data

Purpose
The Home Report presents information about your child's performance on the Achievement Test Assessment. It describes achievement in terms of National Percentiles, which compare your child with other students of the same grade nationally. The report may be used to determine areas of strength and need.

Birthdate: 02/08/97
Special Codes
ABCDEFGHIJKLMNOPQRST
4 0 2 2 6. 121
Form/Level: C-12

Test Date: 04/02/07   Scoring: PATTERN (IRT)
QM: 30   Norms Date: 2000

Teacher: REDWING
School: ABC ELEM
System: ABC CITY
State: TENNESSEE

City/State: ANYCITY, TN

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National Percentiles

[Bar chart showing National Percentiles: Reading 78, Language 84, Math 99, Total Score** 89, Science 61, Social Studies 85. Right side ranges labeled Above Average, Average, Below Average.]

A **B** **C**

**Total score consists of Reading, Language, Mathematics   Cmpst: Composite

Observations

The height of each bar shows your child's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your child achieved a National Percentile of 78 in Reading. This means your child scored higher than approximately 78 percent of the students in the nation.

The scale on the right side of the graph shows score ranges that represent average, above average, and below average

in terms of National Percentiles. Average is defined as the middle 50 percent of students nationally. Your child has four out of thirteen National Percentile scores in the average range. Nine scores are above the average range and no scores are below the average range.

See the reverse side for more detailed information about your child's strengths and needs.

2/21/07

The Home Report is an individual score report that presents test information in a meaningful, easy-to-understand way intended primarily for parents/guardians to help them become more involved in their child's learning.

A The scale on the left side of the graph displays the range of National Percentile scores (1 to 99) which are the basis of this report. The student's achievement is compared with that of the national sample of students upon which the test was standardized. Average is defined as the middle 50 percent of students nationally.

B A shaded bar displays the student's score for each content area tested. The height of each bar is determined by the student's National Percentile score for that content area. The actual score is also printed at the top of the bar.

C The gray shaded area, Percentiles 25 to 75, indicates the average range.

The second page of the Home Report (printed on the back of the report) contains additional information about the student's achievement. First is a list of the objectives that the student has mastered satisfactorily. A unique score developed by CTB called the Objectives Performance Index (OPI) determines the level of mastery of each objective. Second is a list of the objectives the student has not mastered, and on which he or she could be given additional instruction. This information can help parents/guardians develop strategies to help improve their child's learning and can help them interact with teachers at parent-teacher conferences.

Individual Profile Report

A

ACHIEVEMENT FORM R

Individual Profile Report

SAM L JONES

Grade: 2

Simulated Data

Purpose
This report provides a comprehensive record of this student's achievement. It is a source of information for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. It can contribute to the student's cumulative record.

Birthdate: 09/11/97
Special Codes
ABCDEFGHIJKLMNOPQRST
4 0 2 2 6 121
Form/Level: C-12
Test Date: 04/02/07   Scoring: PATTERN (IRT)
QM: 30   Norms Date: 2000
Teacher: REDWING
School: ABC ELEM
System: ABC CITY
State: TENNESSEE
City/State: ANYCITY, TN

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Norm-Referenced Scores

	National Stanine	Normal Curve Equivalent	Scale Score	National Percentile	National Percentile Range		National Percentile
—	1	11	614	3	01-08	Reading	
—	1	1	551	1	01-11	Language	**B**
—	1	11	627	3	01-13	Mathematics	
—	1	1	597	1	01-04	Total Score^^	
—	3	33	674	20	12-32	Science	
—	1	1	558	1	01-10	Social Studies	
—	2	23	648	10	09-15	Word Analysis	

^^ Total score consists of Reading, Language, Mathematics   Cmpst: Composite

Performance on Objectives

C **D**

Obj. No.	Objective Titles	Mastery Level	OPI
	Reading		
02	Basic Understanding	●	78
03	Analyze Text	●	79
04	Evaluate/Extend Meaning	●	83
05	Identify Rdg Strategies	◑	62
	Language		
07	Sentence Structure	◑	53
08	Writing Strategies	●	88
09	Editing Skills	◑	50
	Mathematics		
10	Number & Num Relations	◑	53
11	Computation & Estimation	●	88
12	Operation Concepts	◑	49
13	Measurement	◑	49
14	Geometry & Spatial Sense	◑	69
15	Data, Stats, & Prob	◑	52
16	Patterns, Funcs, Algebra	◑	52
17	Prob Solving & Reasoning	◑	52
	Science		
19	Science Inquiry	●	93
20	Physical Science	●	77
21	Life Science	●	87
22	Earth and Space Science	●	83
23	Science and Technology	●	78
24	Personal & Social Pers	●	93

Obj. No.	Objective Titles	Mastery Level	OPI
	Social Studies		
26	Geographic Perspectives	◑	59
27	History & Culture	○	33
28	Civics & Government	◑	68
29	Economic Perspectives	◑	54
	Word Analysis		
30	Consonants	●	86
32	Vowels	◑	70
33	Contractions & Compounds	◑	58
34	Roots and Affixes	◑	67

4/21/07

The Individual Profile Report (IPR) shows norm-referenced scores, which compare the student's achievement with the norm group in each content area tested. The IPR identifies an individual student's strengths and needs.

A This section of the report displays the student's norm-referenced scores. The National Percentile (NP) and NP range are always reported. The user may select from scale scores, normal curve equivalents, national stanines, and number correct scores.

B The National Percentile (NP) and the NP range are shown in the graph in the upper-right. The diamond symbol (♦) represents the student's National Percentile. The bands to the left and right of the diamond (Confidence Band) represent the range where the student would most likely score in a similar test experience. (The narrower the band, the more confidence one can have in the accuracy of the NP range.) The shaded area represents the range of average scores.

C The Performance on Objectives section shows the student's level of mastery of each objective measured by the test using the Objectives Performance Index (OPI). The OPI is an estimate of the number of test items a student could have been expected to answer correctly had 100 similar items been taken. The Mastery Level column shows the student's mastery on each objective: a completely filled circle represents mastery, a half-filled circle represents partial mastery, and an open circle represents non-mastery.

Individual Profile Report, cont'd.

D The OPI graph shows the student's OPI for each objective, represented by a diamond, and the associated confidence band, represented by a line extending to either side of the diamond. (The confidence band represents the range where the student would most likely score in a similar test experience. The narrower the band, the more confidence one can have in the accuracy of the OPI.)

Class Record Sheet

A · **B** · **C**

ACHIEVEMENT FORM R

Class Record Sheet

Teacher: REDWING

Grade: 2.7

| Simulated Data |

Purpose
This report provides a permanent record of test results for students in a class, or some other specified group, and summary data. The results may be used to evaluate individual and group achievement compared to the nation, determine overall performance, and identify areas of strength and need.

No of Students: 4

Form/Level: C-12

Test Date: 04/02/07   Scoring: PATTERN (IRT)

QM: 30   Norms Date: 2000

School: ABC ELEM
System: ABC CITY
State: TENNESSEE

City/State: ANYCITY, TN

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Students	Scores	Read	Vocab	Read Cmpst	Lang	Lang Mech	Lang Cmpst	Math	Math Compu	Math Cmpst	Totl** Score	Sci	Social Stdy	Spell	
Bell, Paul	NP	51	89	75	76	77	78	86	90	90	73	INV	SUP	97	-
	NS	5	7	6	6	6	7	7	8	8	6	INV	SUP	9	-
Birthdate: 2/26/94	NCE	51	76	64	65	65	66	72	76	76	63	INV	SUP	88	-
Special Codes	SS	664	706	685	680	685	683	703	702	703	682	INV	SUP	724	-
Student ID 0123456789															
Other (K-T) 12........															
Form: C Level: 12															
Compton, Karen D.	NP	75	91	87	76	80	79	90	93	92	82	92	84	98	-
	NS	6	8	7	6	7	7	8	8	8	7	8	7	9	-
Birthdate: 6/21/94	NCE	64	78	74	65	68	67	77	80	80	70	80	71	92	-
Special Codes	SS	687	711	699	680	690	685	710	708	709	692	717	695	731	-
Student ID 9876543210															
Other (K-T) 22........															
Form: C Level: 12															
Garcia, Jose	NP	67	93	86	91	89	91	97	97	98	91	95	80	*99	-
	NS	6	8	7	8	7	8	9	9	9	8	9	7	9	-
Birthdate: 8/22/94	NCE	59	82	73	78	76	79	89	90	92	78	86	68	96	-
Special Codes	SS	679	717	698	702	708	705	731	724	728	704	726	690	740	-
Student ID 0011223344															
Other (K-T) 12........															
Form: C Level: 12															
Zirkle, David J.	NP	78	96	92	95	90	94	98	*99	*99	96	97	90	*99	-
	NS	7	9	8	8	8	8	9	9	9	9	9	8	9	-
Birthdate: 8/07/94	NCE	66	87	80	84	77	83	94	97	98	86	90	77	99	-
Special Codes	SS	691	726	709	713	712	713	740	739	740	715	735	705	754	-
Student ID 9988776655															
Other (K-T) 11........															
Form: C Level: 12															

Individual Scores   **D**

NP: National Percentile
NS: National Stanine
NCE: Normal Curve Equivalent
SS: Scale Score

**Total score consists of Reading, Language, Mathematics   Cmpst: Composite

*: Maximum or Minimum
INV: Invalidated Locally
SUP: Section Suppressed
-: Not Applicable

5/08/07

The Class Record Sheet provides a permanent record of test results for students in a class or specified group.

A   Students are listed alphabetically to make their names easy to locate.

B   As many as six scores may be reported for each student.

C   Scores are provided for each section of the test completed.

D   Each score abbreviation used in the report is spelled out in this section.

Class Summary Report

Norm-Referenced Scores **A**

No. of Stdnts	MNS	MNCE	NCENP	MSS	MDNP	Low/High NP	
71	6.4	65.8	16	772.7	78.0	54-90	Reading
71	5.5	56.0	17	749.4	65.0	30-87	Vocabulary
71	6.1	62.7	16	761.2	72.3	41-88	Reading Composite
70	5.7	57.1	7	750.1	61.8	28-81	Language
71	5.5	53.7	33	734.3	60.3	34-78	Language Mechanics
70	5.5	56.0	16	742.3	61.7	30-80	Language Composite
70	6.3	63.9	16	769.8	74.0	52-93	Mathematics
70	6.1	61.6	29	757.3	69.8	47-84	Math Computation
70	6.4	63.8	21	763.8	74.0	50-87	Math Composite
70	6.2	61.4	19	755	67.3	40-83	Total Score**
71	6.4	65.1	25	771.4	80.0	46-93	Science
71	6.0	60.7	25	760.5	72.0	33-90	Social Studies
71	5.5	55.2	40	755.5	58.0	21-73	Spelling

National Percentile

C

Normal Curve Equivalent
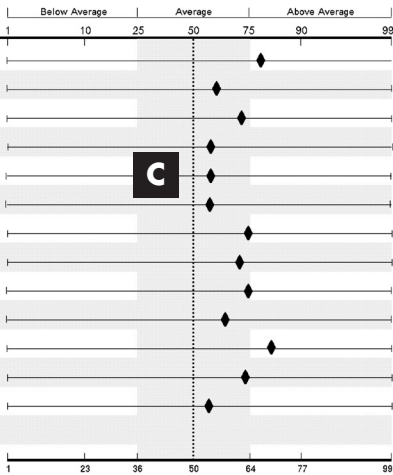
Key: Low ◆ High / Median

**Total score consists of Reading, Language, Mathematics Cmpst: Composite

B

MNS: Mean National Stanine MSS: Mean Scale Score
MNCE: Mean Normal Curve Equivalent MDNP: Median National Percentile
NCENP: Mean NCE to NP

Observations

On the left are the norm-referenced scores requested. The Median National Percentile (MDNP) score, and the lowest and highest individual National Percentile scores, are shown in the last two columns. Displayed on the right is a graph of the National Percentile scores. The Median NP is indicated by the diamond (◆). The width of the band represents the range (low to high) of your students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range.

Information about the interpretation of other scores may be found in the Teacher's Guide to *Terra Nova*, the Test Coordinator's Handbook, and the norms book.

In Reading, for example, the Median National Percentile score is 78, which is above the average range. The lowest Reading score in the group is 54 and the highest is 90.

Eleven of the thirteen Median National Percentile scores are in the average range. Two Median National Percentile scores are above the average range and no Median National Percentile scores are below the average range.

5/08/07

The Class Summary Report provides a snapshot of the achievement of a class or group and presents information about norm-referenced scores.

A The Norm-Referenced Scores section shows the number of students with valid scores in each test section and the averages of those students.

B The key to the abbreviations appears at the bottom of the score area.

C The National Percentile graph on the right side of the page shows the Median National Percentile represented by a diamond (◆) symbol. The lines to the left and right of the diamond represent the range between the lowest and highest scores of the students in the group. The shaded area designates the average range—that is, the range within which the middle half of the National Percentiles falls (NP 25 to NP 75).

Page 2 provides summary data of test results for students in a class or other specified group. Scores are provided for each section of the test completed.

Group Performance Level Report

ACHIEVEMENT FORM R	Performance Levels (Grades K, 1, 2)		Reading		Language		Mathematics		Science		Social Studies	
Group Performance Level Report	**5** Advanced	No. of Students % Locally % Nationally*		4 7 3	No. of Students % Locally % Nationally*	2 4 3	No. of Students % Locally % Nationally*	4 7 1	No. of Students % Locally % Nationally*	2 3 2	No. of Students % Locally % Nationally*	1 2 2
System: MEMPHIS CITY Grade: 2	**4** Proficient	No. of Students % Locally % Nationally*		1 2 11	No. of Students % Locally % Nationally*	0 0 10	No. of Students % Locally % Nationally*	0 0 4	No. of Students % Locally % Nationally*	1 2 10	No. of Students % Locally % Nationally*	1 2 10
Purpose This page summarizes the data by performance level and content area. Teachers and program administrators may compare all content areas for one level or all levels within one content area.	**3** Nearing Proficiency	No. of Students % Locally % Nationally*		1 2 28	No. of Students % Locally % Nationally*	1 2 22	No. of Students % Locally % Nationally*	2 3 20	No. of Students % Locally % Nationally*	3 5 26	No. of Students % Locally % Nationally*	3 5 32
No. of students: 63	**2** Progressing	No. of Students % Locally % Nationally*		3 5 32	No. of Students % Locally % Nationally*	0 0 32	No. of Students % Locally % Nationally*	1 2 34	No. of Students % Locally % Nationally*	8 13 33	No. of Students % Locally % Nationally*	34 58 31
Form/Level: C-12 Test Date: 04/02/07 Scoring: PATTERN (IRT) QM: 30 Norms Date: 2000 State: TENNESSEE City/State: ANYCITY, TN	**1** Step 1	No. of Students % Locally % Nationally*		51 85 26	No. of Students % Locally % Nationally*	53 95 33	No. of Students % Locally % Nationally*	52 88 41	No. of Students % Locally % Nationally*	46 77 29	No. of Students % Locally % Nationally*	20 34 25

*Spring national norm group

Partially Proficient

5/08/07

This report gives the number and percentage of students in the local group who fall into each of the five performance levels within each content area. It also shows the percentage of students in the norm group who fall into each of the five performance levels within each content area. These groupings give the teacher or administrator a basis to compare the performance levels of their students with a national distribution, and help to identify areas of strength and need.

Performance Level Summary Report

Mathematics: steps along the path toward 8th-grade proficiency

ACHIEVEMENT FORM R

Performance Level Summary Report

School: BLUE LAKE

Grade: 2

Simulated Data

Purpose
This report compares the percent of students locally with the national sample in each of the five performance levels. Instructional priorities can be established using this information along with other sources. This report can be used for partial fulfillment of Title I reporting.

No. of students: 133

Form/Level: C-12

Test Date: 04/02/07 Scoring: PATTERN (IRT)

QM: 30 Norms Date: 2000

System: CTB
State: TENNESSEE

City/State: WINFIELD, TN

Performance Levels	Local %	National %*	Descriptions
5 Advanced	6% 8 Students	10%	Students locate decimals on a number line; compute with decimals and fractions; read scale drawings; find areas; identify geometric transformations; construct and label bar graphs; find simple probabilities; find averages; use patterns in data to solve problems; use multiple strategies and concepts to solve unfamiliar problems; express mathematical ideas and explain the problem-solving process.
4 Proficient	20% 27 Students	20%	Students compare, order, and round whole numbers; know place value to thousands; identify fractions; use computation and estimation strategies; relate multiplication to addition; measure to nearest half-inch and centimeter; measure and find perimeters; estimate measures; find elapsed times; combine and subdivide shapes; identify parallel lines; interpret tables and graphs; solve two-step problems.
3 Nearing Proficiency	45% 60 Students	33%	Students identify even and odd numbers; subtract whole numbers with regrouping; multiply and divide by one-digit numbers; identify simple fractions; measure with ruler to nearest inch; tell time to nearest fifteen minutes; recognize and classify common shapes; recognize symmetry; subdivide shapes; complete bar graphs; extend numerical and geometric patterns; apply simple logical reasoning.
2 Progressing	19% 25 Students	23%	Students know ordinal numbers; solve coin combination problems; count by tens; add whole numbers with regrouping; have basic estimation skills; understand addition property of zero; write and identify number sentences describing simple situations; read calendars; identify appropriate measurement tools; recognize congruent figures; use simple coordinate grids; read common tables and graphs.
1 Step 1	10% 13 Students	14%	Students read and recognize numbers to 1,000; identify real-world use of numbers; add and subtract two-digit numbers without regrouping; identify addition situations; recognize and complete simple geometric and numerical patterns.

Partial Proficiency

*Spring national norm group

Observations

Performance level scores provide a description of what students *can do* in terms of the content skills assessed by *TerraNova*, which are typically found in curricula spanning Grades 6, 7, and 8. It is desirable to work toward achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 8. Nationally, in Mathematics, most students are in Levels 3 and 4 in the spring of Grade 8, with a small percentage in Level 5.

Students in a given performance level can perform the majority of what is described for that level and even more of what is described for the levels below. Students in Level 1 can perform the majority of what is described for that level.

Students may also be capable of performing things described in the next higher level, but not enough to have reached that level.

The graph above shows the number and percentage of students in BLUE LAKE School Grade 8 compared to the percentage of students in the national norm group for Grade 8.

For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.

See the reverse side for a general interpretation of CTB's performance levels.

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The Performance Level Summary Report (PLSR) gives educators standards-based summary information about academic achievement. This report is useful for instructional planning, program evaluation, and Title I reporting.

A The PLSR categorizes achievement within five performance levels, which were determined by panels of experts in a standard-setting study.

B The percentage of students in the local group found in each of the five categories is shown, as is the percentage for the norm group.

C Performance levels range from 5 (Advanced) to 1 (Step 1) and facilitate documentation of performance over a span of grades (e.g., Grades 2–5) rather than a single grade. This enables school personnel to track student academic progress over time.

D Descriptions of the performance levels help administrators and teachers understand what skills and abilities students have attained and what areas students should work on to progress to higher performance levels.

E The Observations section helps teachers and administrators interpret the test results.

Objectives Performance Report

ACHIEVEMENT FORM R

Objectives Performance Report **A**

Teacher: JONES

Grade: 2.7

[Simulated Data]

Purpose
This report provides an analysis of objectives mastery. This information is used to analyze curriculum strengths and areas of need.

No. of Students: 15

Form/Level: C-12

Test Date: 04/02/07   Scoring: PATTERN (IRT)

QM: 30   Norms Date: 2000

School: BLUEGRASS ELEM
System: CLEAR LAKE
State: TENNESSEE

City/State: CLEAR LAKE, TN

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Objectives Performance Index (OPI)

OPI is the estimated number of items correct out of 100 had there been 100 items for that objective.

● Mastery
◓ Partial Mastery
○ Non-Mastery
／ Not all items attempted

* National Reference Group Grade 2

Student columns: FRANK R BELLAMY, JAKE HAND, ALEXIS HURLEY, JAMES JULIAN, DANIEL KAZ, TONY KELLY, ASHLEY LOPEZ, BRANDON MESSNER, NIKI MILLER, CRISTA MILLS, TRAVIS MONTERIS, MATT MUNCE, LINDSAY NELSON, BOBBY RODRIGUEZ, KATIE WILLIAMS

Objective	Local	Nat*	Diff
Reading			
02 Basic Understanding	54	67	-13
03 Analyze Text	62	72	-10
04 Evaluate/Extend Meaning	52	62	-10
05 Identify Rdg Strategies	54	64	-10
Vocabulary			
35 Word Meaning	29	55	-26
36 Multimeaning Words	74	80	-6
37 Words in Context	53	54	-1
Language			
07 Sentence Structure	43	62	-19
08 Writing Structure	49	68	-19
09 Editing Skills	57	68	-11
Language Mechanics			
38 Sent, Phrases, Clauses	46	69	-23
39 Writing Conventions	45	68	-23
Mathematics			
10 Number and Num Relations	49	72	-23
11 Computation & Estimation	76	71	+5
12 Operation Concepts	36	69	-33
13 Measurement	40	55	-15
14 Geometry & Spatial Sense	55	65	-10
15 Data, Stats, & Prob	32	61	-29
16 Patterns, Funcs, Algebra	19	63	-44
17 Prob Solving & Reasoning	62	71	-9
Math Computation			
47 Decimals	38	40	-2
48 Fractions	51	62	-11
49 Integers	47	57	-10
50 Percents	51	53	-2
51 Order of Operations	51	62	-11

Average columns labeled **C** (Local / Nat* / Diff). Individual student mastery marks shown as ● / ◓ / ○ per objective (region labeled **B** and **D**).

5/08/07

The Objectives Performance Report helps teachers plan for individual and group instruction by presenting student attainment of the objectives measured by the tests. For each objective, the report shows each student's mastery level and summarizes the performance of the group.

A The Objectives Performance Index (OPI) specifies the student's level of mastery of the objectives. It is an estimate of the number of test items a student could have been expected to answer correctly had 100 such items been taken.

B The Objectives column lists the objectives of each content area.

C The average OPIs for this group of students, as well as the national average OPIs based on the norm group, are shown. The difference between the local group and the national group is also shown. This information will be useful in establishing instructional priorities.

D The individual results columns report each student's degree of mastery on each objective. As shown in the key, a completely filled circle represents mastery, a half-filled circle represents partial mastery, and an open circle represents non-mastery.

Objectives Performance Summary

ACHIEVEMENT FORM R

Objectives Performance Summary

School: BLUEGRASS

Grade: 2

[Simulated Data]

Purpose
This report provides an analysis of group objectives mastery using the percent of students mastering each objective and average Objectives Performance Indexes (OPI) for this group. The information may be used to analyze curriculum strengths and areas of need.

No. of Students: 62

Form/Level: C-12

Test Date: 04/02/07   Scoring: PATTERN (IRT)
QM: 30   Norms Date: 2000
System: CLEAR LAKE
State: TENNESSE

City/State: CLEAR LAKE, TN

Page 1

Objectives Performance by School/Class

Objectives Performance Index (OPI)

OPI is the estimated number of items correct out of 100 had there been 100 items for that objective.
- ● Mastery
- ◔ Partial Mastery
- ○ Non-Mastery
- * National Reference Group Grade 7.8

Objective	Percent of Students Mastering Each Objective					Average Objectives Performance Index (OPI)				
	Total School	National*	Difference	OTTENWALTER	POLK	Total School	National*	Difference	OTTENWALTER	POLK
Reading										
02 Basic Understanding	10	50	-40	23	0	50	72	-22	53	48
03 Analyze Text	10	40	-30	23	0	43	66	-23	49	38
04 Evaluate/Extend Meaning	12	68	-56	27	0	52	78	-26	55	50
05 Identify Rdg Str	10	45	-35	23	0	41	67	-26	47	36
Vocabulary										
35 Word Meaning	42	66	-24	60	29	73	77	-04	72	73
36 Multimeaning Words	32	14	+18	40	26	55	58	-03	51	58
37 Words in Context	12	73	-61	12	12	44	79	-35	25	58
Language										
07 Sentence Structure	5	24	-19	14	0	35	59	-24	41	31
08 Writing Structure	5	41	-36	14	0	27	65	-38	36	22
09 Editing Skills	7	62	-55	18	0	43	74	-31	52	38
Language Mechanics										
38 Sent, Phrases, Clauses	38	62	-24	23	50	64	77	-13	52	73
39 Writing Conventions	20	26	-6	15	24	59	62	-03	50	65
Mathematics										
10 Number & Num Relations	24	72	-48	44	9	58	80	-22	54	61
11 Computation & Estimation	46	50	-4	68	29	70	72	-02	76	66
12 Operations Concepts	19	80	-61	16	21	52	85	-33	38	62
13 Measurement	20	57	-37	40	6	52	74	-22	52	52
14 Geometry & Spatial Sense	25	78	-53	44	12	57	82	-25	50	62
15 Data, Stats, & Prob	17	72	-55	24	12	42	81	-39	31	50
16 Patterns, Funcs, Algebra	10	32	-22	12	9	41	66	-25	29	50
17 Prob Solving & Reasoning	10	29	-19	8	12	31	60	-29	25	37
Math Computation										
47 Decimals	75	86	-11	58	88	78	88	-10	68	86
48 Fractions	52	64	-12	38	62	65	77	-12	54	73
49 Integers	28	48	-20	23	32	58	70	-12	44	68
50 Percents	7	19	-12	12	3	38	50	-12	33	42
51 Order of Operations	63	80	-17	42	79	72	82	-10	59	82
Number of Students:	62	-	-	28	34	62	-	-	28	34

2/21/07

The Objectives Performance Summary summarizes the scores of a group of students and indicates their mastery of the objectives measured by the test.

A The Objectives Performance Index (OPI) specifies the group's level of mastery of the objectives. It is an estimate of the average number of test items this group of students could have been expected to answer correctly had 100 such items been taken.

B The objectives measured within each content area are listed by number and title.

C The Percent of Students Mastering Each Objective is shown for the total school, for the National Reference Group, and for each class within the school. The number of students in the group is shown at the bottom of each column.

D The Average Objectives Performance Index (OPI) is shown on the right side of the report for the same groupings as the Percent of Students Mastering Each Objective shown to the left.

Additional assistance with understanding and using the results of this report is provided by the information on page 2 of the report, which contains sections on General Interpretation and Observations.

Individual Profile Report

Your student's performance on Social Studies Reporting Categories is shown graphically below. The Performance Level for each Reporting Category is further designated as Below Proficient (designated by an open circle), Proficient (designated by a filled circle), or Advanced (designated by a filled star). The Reporting Categories Performance Index (RCPI) is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

ACHIEVEMENT FORM R

Individual Profile Report

JOHN SMITH

Grade: 8

Simulated Data

Purpose
This report provides a comprehensive record of this student's performance. It is a source of information for instructional planning specific to the student and a point of reference for the teacher during a parent-teacher conference. It provides information regarding the student's performance on the Social Studies examinations.

Birthdate: 04/20/83
Special Codes
ABCDEFGHIJKLMNOPQRST
411604355.........1.
Form: R
Test Date: 04/02/07

Teacher: JONES
School: BLUEGRASS MS
System: CLEAR LAKE
State: TCAP Achievement 07

Page 1

Social Studies Test Results

Your student's scale score of 475 is in the Proficient category for Social Studies

Reporting Categories	Performance Level	RCPI for Student	0	25	50	75	100	RCPI for Proficient	RCPI for Advanced
1.Economics	★	80						39	77
2.Governance and Civ	★							45	81
3.Geography	●							41	72
4.U.S. History 1	●	54						50	72
5.U.S. History 2	●	38						31	71

Proficiency in 8th Grade Social Studies indicates sufficient evidence exhibited by, but not limited to, student's ability to:

In *Economics*, recognize America's natural resources, interpret a diagram showing the steps of changing a resource into a product, differentiate between credit and debt, recognize economic activities of early America, identify various forms of taxation, interpret a variety of economic graphs and charts with topics, differentiate between commercial and subsistence economy, and recognize factors leading to urbanization and industrialization in early America;

In *Governance and Civics*, identify the rights, responsibilities, and privileges of a member of the United States of America, identify purposes and structures of various systems of governance, recognize the purpose of government and how its powers are acquired, used and justified, recognize the rights and responsibilities of individuals throughout the development of the U.S., identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations, recognize rights guaranteed in Bill of Rights, recognize impact of major court decisions on American life, identify the role of institutions in furthering both continuity and change, and recognize how groups and institutions work together to meet common needs;

In *Geography*, identify and use the key geographic elements on a map, recognize the definition of religion, interpret examples which illustrate how cultures adapt to or change the environment, use various geographic data from maps and globes to determine longitude, latitude, distance, direction, interpret a geographic map of the early U.S., and recognize how topographical features such as mountain and river systems influenced settlement and expansion of the U.S.;

In *U.S. History Period 1 (Beginnings-1820)*, recognize the causes and examples of migration and immigration in early America, recognize the influence of science and technology on the development of early American colonial cultures, contrast the characteristics of major native civilizations of the Americas, read a timeline and order events of the past, differentiate between a primary and a secondary source, recognize causes and consequences of conflict, compare and contrast the tenets of America's early major religions, identify how religion contributed to early American society, interpret a timeline of technological innovation, classify characteristics of historic events into causes and events, and recognize historical impacts of European settlement in North America;

In *U.S. History Period 2 (1801-1900)*, recognize the causes and examples of migration and immigration in Early America, identify cultures that contributed to the development of the U.S., read a timeline and order events of the past, differentiate between a primary and secondary source, recognize causes and consequences of conflict, recognize consequences of westward expansion of the United States, identify the impact of individual and group decisions on historical events, recognize the impact groups have on change at the local, state, national, and world levels, identify how religions contributed to early American society, interpret a timeline of technological innovations, classify characteristics of major historical events into causes and effects, determine social, political, and economic factors that contributed to institution of slavery in America, interpret a timeline detailing the development of political parties in the United States to the Civil War, interpret maps, timelines, and charts that illustrate key elements of history, and recognize examples of stereotyping, prejudice, conformity, altruism in early American history.

★: Advanced
●: Proficient
○: Below Proficient

◇: Your Student's Reporting Category Performance Index

I: Represents the Proficient Level of the Reporting Category

———: Confidence Band
The bands to the right and left of the diamond (Confidence Band) represent the range where your student would most likely score in a similar test experience.

3/16/07

A This part of the report lists your student's scale score and overall proficiency for this particular content area and identifies whether your student is Proficient and/or needs improvement.

B The left column lists the Reporting Categories. To the right of each Reporting Category is a symbol that indicates your student's performance level for that category. (A filled star indicates Advanced, a filled circle indicates Proficient, and an open circle indicates Below Proficient.)

C RCPI (Reporting Categories Performance Index) ranges from 0–100 and is an estimate of the number of items your student would have been expected to answer correctly if there had been 100 similar items on the test. The minimum RCPIs for Proficient and Advanced are listed in the far-right columns.

D This section of the report gives a graphic representation of your student's performance in each Reporting Category.

Class Record Sheet

Mathematics

ACHIEVEMENT FORM R

Class Record Sheet

Teacher: COOPER

Grade: 3

Simulated Data

Purpose
This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Achievement test. In addition, this report shows how students performed on each reporting category.

No. of Students: 4

Form: R
Test Date: 04/02/07

School: BLUEGRASS
System: CLEAR LAKE
State: TCAP Achievement 07

Reporting Categories Performance Index (RCPI)
RCPI is the estimated number of items your student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

★ Advanced
● Proficient
○ Below Proficient

	Number Correct Score Ranges	Scale Score Range		Number Sense/Theory	Computation	Algebraic Thinking	Real World Problem Solving	Data Analysis and Probability	Measurement	Geometry
Advanced: 42 - 50		Teacher Average:		55	54	59	59	49	50	60
		School Average:		53	59	59	59	50	50	55
Proficient: 30 - 41		System Average:		59	59	60	60	60	40	59
		State Average		52	79	68	51	54	58	75
Below Proficient: 0 - 29		RCPI for Proficient:		58	84	61	46	56	52	75
		RCPI for Advanced:		87	96	87	80	81	69	92

Student	Number Correct	Scale Score	Performance Level	Performance Level & RCPI						
ADAMS, GYWN L	50	585	ADVANCED	★ 83	★ 93	★ 91	★ 80	★ 87	★ 88	★ 94
BUSTER, KATE	25	450	BELOW PROFICIENT	○ 52	○ 73	○ 58	○ 39	○ 50	○ 48	○ 65
CATANITE, GEORGE										
DEAN, JAMES	35	468	PROFICIENT	● 65	● 91	● 73	● 70	● 65	● 55	● 81

Page 1

5/08/07

The Class Record Sheet for the Achievement Test helps teachers plan for individual and group instruction by presenting student attainment of the objectives measured by the test. These objectives are defined in the State of Tennessee Curriculum Content Standards. From these objectives, Performance Indicators were written to describe how the objectives would be measured. On the TCAP Achievement Test, each test item is directly linked to a Performance Indicator. Performance Indicators are clustered into Reporting Categories for the reports described in this document.

A This identifies the Number Correct and Scale Score for each student and also the overall Performance Level for each content area tested.

B For each Reporting Category, the report shows the student's mastery level as well as the RCPI attained. The Reporting Category Performance Index (RCPI) is the estimated number of test items a student could have been expected to answer correctly had 100 such items been taken for that reporting category.

C Also provided as a comparative point of reference is the average RCPI by teacher, school, and system. This section also identifies the RCPI target score for proficient and advanced.

 Grades 3–8

Performance Level Summary Report

ACHIEVEMENT FORM R

Performance Level Summary Report

School: SCHOOL ONE

Grade: 3

Simulated Data

Purpose
This report details the percent of students in each of the performance levels by content area.

Form: R

Test Date: 04/02/07

System: CLEAR LAKE
State: TCAP Achievement 07

Page 1

READING/LANGUAGE ARTS

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%						12%	8%
Proficient	133	74%						84%	73%
Below Proficient	24	13%						4%	19%
Total No. Tested	**181**	**Absent X**			ELL Excluded				

MATHEMATICS

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%						12%	8%
Proficient	133	74%						84%	73%
Below Proficient	24	13%						4%	19%
Total No. Tested	**181**	**Absent X**			ELL Excluded				

SCIENCE

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%						12%	8%
Proficient	133	74%						84%	73%
Below Proficient	24	13%						4%	19%
Total No. Tested	**181**	**Absent X**			ELL Excluded				

SOCIAL STUDIES

Performance Level	Number of Students	Percent	0%	25%	50%	75%	100%	System	State
Advanced	24	13%						12%	8%
Proficient	133	74%						84%	73%
Below Proficient	24	13%						4%	19%
Total No. Tested	**181**	**Absent X**			ELL Excluded				

Performance Levels:
Advanced: Demonstrates application of complex concepts and skills of the content area.
Proficient: Demonstrates general understanding of the essential concepts and skills of the content area.
Below Proficient: Demonstrates a lack of understanding of the essential concepts and skills of the content area.

5/08/07

The Performance Level Summary Report shows the number and percent of students in the local group who fall into each of the three performance levels within each content area. The percent of students in each performance level is indicated in both number and graphic form.

PERFORMANCE LEVELS

Advanced	Demonstrates application of complex concepts and skills of the content area.
Proficient	Demonstrates general understanding of the essential concepts and skills of the content area.
Below Proficient	Demonstrates a lack of understanding of the essential concepts and skills of the content area.

Reporting Category Performance Index Report

ACHIEVEMENT FORM R

Reporting Category Performance Index Report

School: JASPER ELEM

Grade: 3

Simulated Data

Purpose
This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The information may be used to analyze curriculum strengths and areas of need.

Form: R

Test Date: 04/02/07

System: CLEAR LAKE
State: TCAP Achievement 07

Page 1

Performance Level Indicators
★ Advanced
● Proficient
○ Below Proficient

Average Reporting Category Performance Index (RCPI)

	Total System	Total School	Difference	Total State	Total School	Difference	BECKER	CARTER	CRAMER	DILLON	PETERSON	POLK	WILLIAMS	SOLEVANE
Reading/Language Arts														
1. Content	10	50	+40	23	23	0	● 50	● 50	● 72	● 53	● 53	○ 48	● 53	● 72
2. Meaning	10	40	+30	23	23	0	○ 43	○ 43	● 66	○ 49	○ 49	○ 38	○ 49	● 66
3. Vocabulary	12	68	+56	27	27	0	● 52	● 52	★ 78	● 55	● 55	● 50	● 55	★ 78
4. Writing/Organization	10	45	+35	23	23	0	○ 41	○ 41	● 67	○ 47	○ 47	○ 36	○ 47	● 67
5. Writing/Process	10	40	+30	23	23	0	○ 43	○ 43	● 66	○ 49	○ 49	○ 38	○ 49	● 66
6. Grammar/Conventions	12	68	+56	27	27	0	● 52	● 52	★ 78	● 55	● 55	● 50	● 55	★ 78
7. Techniques and Skills	10	45	+35	23	23	0	○ 41	○ 41	● 67	○ 47	○ 47	○ 36	○ 47	● 67
Number of Students	55555	4444		666666	4444		XX	XX	XX	XX	XX	XX	XX	XX
Mathematics														
1. Number Sense/Theory	42	66	+24	60	29	-31	● 73	● 73	● 77	● 72	● 72	● 73	● 72	● 77
2. Computation	32	14	-18	40	26	-14	● 55	● 55	● 58	● 51	● 51	● 58	● 51	● 58
3. Algebraic Thinking	12	73	+61	12	12	0	○ 44	○ 44	● 79	○ 25	○ 25	● 58	○ 25	● 79
4. Real World Problem Solving	5	24	+19	14	14	0	○ 35	○ 35	● 59	○ 41	○ 41	○ 31	○ 41	● 59
5. Data Analysis and Probability	5	41	+36	14	14	0	○ 27	○ 27	● 65	○ 36	○ 36	○ 22	○ 36	● 65
6. Measurement	7	62	+55	18	18	0	● 43	● 43	● 74	● 52	● 52	○ 38	● 52	● 74
7. Geometry	7	62	+55	18	18	0								
Number of Students	55555	4444		666666	4444		XX	XX	XX	XX	XX	XX	XX	XX
Science														
1. Structure & Function of Orgs.	38	62	+24	23	50	27	● 64	● 64	● 77	● 52	● 52	● 73	● 52	● 77
2. Ecology	20	26	+6	15	24	9	● 59	● 59	● 62	● 50	● 50	● 65	● 50	● 62
3. Life Cycles & Bio. Change	24	72	+48	44	9	-35	● 58	● 58	★ 80	● 54	● 54	● 61	● 54	★ 80
4. Space, Weather, & Climate	46	50	+4	68	29	-39	★ 70	★ 70	● 72	★ 76	★ 76	● 66	★ 76	● 72
5. Earth's Features & Resources	19	80	+61	16	21	5	○ 52	○ 52	★ 85	○ 38	○ 38	● 62	○ 38	★ 85
6. Motion & Forces	20	57	+37	40	6	-34	● 52	● 52	● 74	● 52	● 52	● 52	● 52	● 74
7. Matter	25	78	+53	44	12	-32	● 57	● 57	★ 82	● 50	● 50	● 62	● 50	★ 82
Number of Students	55555	4444		666666	4444		XX	XX	XX	XX	XX	XX	XX	XX
Social Studies														
1. Economics	17	72	+55	24	12	-12	○ 42	○ 42	★ 81	○ 31	○ 31	● 50	○ 31	★ 81
2. Governance and Civics	10	32	+22	12	9	-3	○ 41	○ 41	● 66	○ 29	○ 29	● 50	○ 29	● 66
3. Human Geography	75	86	+11	58	88	30	● 78	● 78	★ 88	● 68	● 68	★ 86	● 68	★ 88
4. Physical Geography	52	64	+12	38	62	24	● 65	● 65	★ 77	● 54	● 54	● 73	● 54	★ 77
5. History	28	8	-20	23	32	9	○ 58	○ 58	● 70	○ 44	○ 44	● 68	○ 44	● 70
Number of Students	55555	4444		666666	4444		XX	XX	XX	XX	XX	XX	XX	XX

Note: This report does not include the Braille tests.

5/08/07

This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category by school or system.

A The relationship of the average Reporting Category Index (RCPI) between the system and school (or between school and teacher or school and state) is indicated.

B The average RCPI, by group, in each Reporting Category is shown.

Reporting Category Performance Percent Proficient

Reporting Category Performance % Proficient

School: JASPER ELEM

Grade: 3

Simulated Data

Purpose
This report provides an analysis of proficiency in each Reporting Category and the average performance by Reporting Category. The information may be used to analyze curriculum strengths and areas of need.

Form: R

Test Date: 04/02/07

System: CLEAR LAKE
State: TCAP Achievement 07

Percent of Proficient Students

	Total System	Total School	Difference	**A** Total State	Total School	Difference	**B** School Average Number Correct	School Average Percent Correct	TEACHER CRAMER	DILLON	PETERSON	**C**	WILLIAMS	SOLEVANE
Reading/Language Arts														
1. Content	10	50	+40	23	23	0	50	50	72	53	53	48	53	72
2. Meaning	10	40	+30	23	23	0	43	43	66	49	49	38	49	66
3. Vocabulary	12	68	+56	27	27	0	52	52	78	55	55	50	55	78
4. Writing/Organization	10	45	+35	23	23	0	41	41	67	47	47	36	47	67
5. Writing/Process	10	40	+30	23	23	0	43	43	66	49	49	38	49	66
6. Grammar/Conventions	12	68	+56	27	27	0	52	52	78	55	55	50	55	78
7. Techniques and Skills	10	45	+35	23	23	0	41	41	67	47	47	36	47	67
Percent of Students Proficient	10	55	+45	25	26	+1			75	50	50	45	50	75
Number of Students	55555	4444		666666	4444				XX	XX	XX	XX	XX	XX
Mathematics														
1. Number Sense/Theory	42	66	+24	60	29	-31	73	73	77	72	72	73	72	77
2. Computation	32	14	-18	40	26	-14	55	55	58	51	51	58	51	58
3. Algebraic Thinking	12	73	+61	12	12	0	44	44	79	25	25	58	25	79
4. Real World Problem Solving	5	24	+19	14	14	0	35	35	59	41	41	31	41	59
5. Data Analysis and Probability	5	41	+36	14	14	0	27	27	65	36	36	22	36	65
6. Measurement	7	62	+55	18	18	0	43	43	74	52	52	38	52	74
7. Geometry	7	62	+55	18	18	0	43	50	65	52	52	36	52	65
Percent of Students Proficient			+50	30	25	-5			74	36	52	38	52	74
Number of Students	55555	4444		666666	4444				XX	XX	XX	XX	XX	XX
Science														
1.Structure & Function of Orgs.	38	62	+24	23	50	27	64	64	77	52	52	73	52	77
2.Ecology	20	26	+6	15	24	9	59	59	62	50	50	65	50	62
3.Life Cycles & Bio. Change	24	72	+48	44	9	-35	58	58	80	54	54	61	54	80
4.Space, Weather, & Climate	46	50	+4	68	29	-39	70	70	72	76	76	66	76	72
5.Earth's Features & Resources	19	80	+61	16	21	5	52	52	85	38	38	62	38	85
6.Motion & Forces	20	57	+37	40	6	-34	52	52	74	52	52	52	52	74
7.Matter	25	78	+53	44	12	-32	57	57	82	50	50	62	50	82
Percent of Students Proficient	35	70	+35	40	25	-15			70	70	70	70	70	70
Number of Students	55555	4444		666666	4444				XX	XX	XX	XX	XX	XX
Social Studies														
1. Economics	17	72	+55	24	12	-12	42	42	81	31	31	50	31	81
2. Governance and Civics	10	32	+22	12	9	-3	41	41	66	29	29	50	29	66
3. Human Geography	75	86	+11	58	88	30	78	78	88	68	68	86	68	88
4. Physical Geography	52	64	+12	38	62	24	65	65	77	54	54	73	54	77
5. History	28	48	+20	23	32	9	58	58	70	44	44	68	44	70
Percent of Students Proficient	60	60	0	50	40	-10								
Number of Students	55555	4444		666666	4444				XX	XX	XX	XX	XX	XX

Note: This report does not include the Braille tests.

5/08/07

This report summarizes the performance of a school or system, presenting the percent proficient in each Reporting Category.

A The relationship of the percent of proficient students between the system and the school, and the state and the school, is provided.

B The school (or system) average number and percent of items correct in each Reporting Category are indicated.

C Percent of Proficiency (by teacher or school) in each Reporting Category is shown.

Disaggregation Summary Report

ACHIEVEMENT FORM R

Disaggregation Summary Report

School: SCHOOL ONE

Grade: 3

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

Form: R

Test Date: 04/02/07

School: SCHOOL ONE
System: SYSTEM ONE
State: TCAP Achievement 07

Reading/Language Arts	Total Number of Students	Advanced N	%	Proficient N	%	Total Proficient N	%	Below Proficient N	%		Median Scale Score	Low/High Scale Score Obtained
All Students Tested	XXXX	X	13	XX	74	XXX	87	X	11		461	100 / 630
504 Service Plan												
With accommodations	X											
Without accommodations	XX											
TOTAL	XXXX											
Special Education												
With accommodations	X											
Without accommodations	XXX											
TOTAL	XXXX											
Gifted	XXX											
Modified Format												
Braille	X											
Large Print	X											
ELL												
With accommodations	X											
Without accommodations	XX											
T1/T2	XX											
TOTAL	XXXX											
Migrant	XXXX											
Non-Special Programs												
With accommodations	XXXX											
Title I												
SWP	X											
TAS	XX											
TAS Direct Service	XX											
Economically Disadvantaged	XXX											
Gender												
Male	XX											
Female	XX											
No valid information	X											
Ethnicity												
American Indian/Alaska Native	X											
Asian/Pacific Islander	X											
Black, not of Hispanic	XX											
Hispanic	XX											
White, not of Hispanic	XX											
No valid information	X											

The Lowest/Highest Scale Score Possible for Reading/Language Arts is 315/640.

*** Value not computed for fewer than 8 students

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The Disaggregation Summary Report presents disaggregated results for specific categories (or subgroups) of students.

A These are the populations (groups) that are represented in the report.

B The achievement levels (Advanced, Proficient, Below Proficient) represent the number of students and percent of students in each performance level by group and category.

To protect student privacy, results are not provided for categories with fewer than 8 students.